

CHAPTER I

INTRODUCTION

The researcher discusses the introduction of the study. This chapter consists of seven parts. They are background of study, research problem, research objectives, significance of study, the definition of key terms, previous study, and review related literature.

A. Background of Study

Students are reared differently today than throughout history and across cultures, they no longer spend most of their time under the watchful eye of a caring, that they often cause trouble because they don't understand what meaning of the learning. Learning is a process of actively changing behavior; the process of doing through various experiences, the process of seeing, observing, and understanding what is being learned.¹ Need to be further attention from preceptors to be the lookout what their act after they entered a subject that they understand yet. In the educational process, teachers educate so that students can learn and master the subject of the assignment to achieve the learning aims that are determined by knowledge, attitudes, and skills.² So the role of a teacher is not only a material giver. But also makes students learn so that changes in behavior occur in students who learn.

In the learning process of both teachers and students, expect no doubt to achieve a good outcome. Teachers expect the students to succeed inside the

¹ Muchlis Solichin, *Psikologi Belajar*, (Surabaya: Pena Salsabila, 2017), 64.

² *Ibid*, 65.

study, and the students expect the teachers to teach well, so they do get the results of satisfying study. According to Slavin (2007), Cooperative learning emphasize student interaction actively and positive in group. There may the students actively change their ideas and give the trigger for optimum their potential students itself according to the philosophy of constructivism.³

Naturally, students cannot walk on their own, when teachers give their student group assignments will naturally interact with each other. Every human being needs each other. Although many students are sometimes indifferent to friends, but when faced with a work project or a group project they inevitably become dependent on one another. They have to work together to achieve a goal.

Cooperative projects are perhaps the purest form of constructivist education. As students construct their projects, they are simultaneously constructing meaning and understanding.⁴ In the constructivist model, students are not the passive recipients of known facts. Instead, they are active participants in constructing their own learning. Students have unique minds: products of their nature, their past experiences, and current circumstances. Learners interact with each other and with the world to assimilate new learning into their current cognitive schemes of how things work and how they can work with things.⁵ Cooperative teams are ideal for social learning, language use, and cognitive development. Students discuss, elaborate, and

³ Rusman, *Model-Model Pembelajaran: Mengembangkan Profesionalisme Guru*, (Jakarta: Rajawali Pers, 2013)ed.2, 201.

⁴ Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), 13.1.

⁵ Ibid. 13.1.

debate ideas as they work together, each making an important individual contribution toward a group goal. Not only are students' minds engaged, but so too are their hands and bodies as they build their projects and practice their presentations.

Learning is active, communicative, hands-on, and real. And it is intrinsically motivating. Cooperative projects align instruction with students' natural desire to interact, play, experiment, and create.

As we know the media is the eye of our culture. Because it offers insight into a society, it can be valuable for youth workers trying to understand teens. Mass media, including films and genres other cinema has three main functions namely; (1) provide information (to inform), (2) educate (to educate), and (3) entertain (to entertain). Besides that, there are three other functions mass media, namely; to influence, to guide, to criticize (Effendi, 1986).⁶ As one of the most attractive programs on mass media is movie. From the movie, the viewer will be easily persuaded by the actual content presentation that engages audiovisual sense so that messages in the movie will be easy to arrive in the viewer's mind. Movie should not only for entertainment but also should give education as its function because movie is a portrait or recording of reality that grows and develop in society and then project it to screen. Movie is effective communication media that can be

⁶ Ali Imron, *Aktualisasi Film Sastra sebagai Media Pendidikan Multikultural*, *Akademika Jurnal Kebudayaan*, vol. 1, no. 1 April 2003.

accepted by all levels of society. Movie can grab people's attention and partly because they can uniquely convey a message.⁷

This topic discussion will specifically address the branch of cooperative projects and presentations are project principles through the movie, there are many movies released in the world movie industry. Most of them are adapted from a real-life story.

Spare parts movie 2015 set in 2004 based on the wired magazine article "La Vida Robot" (robot life) by Joshua Davis, about the true story of a group of students from a mainly Latino high school, who won the first place over M.I.T. in the 2004 MATE ROV competition.

Some of the ideas above are what motivated the researcher to research with the title **"Analysis of Cooperative Projects and Presentations in the "Spare Parts Movie (2015)"**.

B. Research Problems

Research problems are an effort to express it contains questions to look for is a complete and detailed statement regarding the scope of the matter to be investigated.⁸ The reason why the researcher uses Spare parts movie as the object of this research because the researcher want investigate does this movie have content cooperative projects and presentations to be study further. However, researchers also focus on the problems that will be presented in this study to make it easier for us. The problems of this research are:

⁷ Warda Putri Rochmawati, "Analisis Nilai-Nilai Pendidikan Karakter dalam film *the Miracle Worker*", 4-5.

⁸ IAIN, *Pedoman Karya Tulis Ilmiah Edisi Revisi*, (Pamekasan: IAIN Madura, 2020), 38.

1. How does the character perform cooperative projects and presentations in the “Spare Parts (2015)” movie?
2. What kinds of project principles are found in the “Spare Parts (2015)” movie?

C. Research Objectives

Research objective is an intent statement that is used in qualitative research; the goal is specific with the planning of the researcher that is called by objective study.⁹ Research objectives should be stated differently from the research problem, as the research is stated as a question that is answered by the researcher. By determining the formulations of a problem, of course, the researchers have the intent and purpose to be achieved as well. Researchers find the objectives to be achieved in this study:

1. To describe the characters perform cooperative projects and presentations in “Spare Parts (2015)” movie
2. To know what are project principles are found in “Spare Parts (2015)” movie

D. Significance of Study

The significance of the study is how the research helps the development of science, or how the research gives the contribution in solving the problem in the social aspects.¹⁰ The significance of this study is aimed at teachers, students, and other researchers.

⁹ John W. Creswell, *Educational Research Design: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), 111.

¹⁰ IAIN, *Pedoman Karya Tulis Ilmiah Edisi Revisi*, (Pamekasan: IAIN Madura, 2020), 39.

1. For the teachers, this study can be new motivation for them to be used cooperative projects and presentations in class activity or in other word teacher can organize students from different backgrounds to achieve the aim what they want to do in learning activity.
2. For the student's, this study can be a motivation for them to cooperate to build their team projects, they build a deeper understanding of the content than they would through traditional transmission models of knowledge.
3. For the next researchers, this study can be an inspiration and secondary data to the other researcher who interest to conduct a study about cooperative projects and presentations in other movies, so there will be many movies analyzed.
4. For the researcher, this study can describe the cooperative projects and presentations as a scientific study in library research.

E. Definition of Key Terms

The title of this research is "Analysis of Cooperative Projects and Presentations in the Spare Parts movie 2015". To avoid misunderstanding and ambiguity of terms this will be used, the researcher defines key terms, as follows:

1. Cooperative projects and presentations are adapted cooperative learning method that used project principles as to creating successful cooperative projects.

2. Movie or film emerged as one of the first mass-produced cultural forms of the twentieth. As they came to be known, were a modern, technologically mediated art.
3. The Spare Parts is a 2015 drama film directed by Sean McNamara and it is based on the wired magazine article “La Vida Robot” (Robot life) by Joshua Davis.

F. Previous Study

Previous studies can refer to many materials inclusive articles, conference proceedings, theses, monographs, and books etc. being published in the similar domain that are studying right now.¹¹

Here, researcher uses chapters in books as a previous study. The book entitled is “Kagan Cooperative Learning”, in chapter 13 entitled “Cooperative Projects and Presentations”. In chapter 13 from “Kagan Cooperative Learning” based on less understanding of how students cooperate to build their team projects and presenting the result, and Kagan reveal that making projects cooperative accelerates and enhances understanding. But to the degree that students are isolated and not interacting, they are missing the ever important social component of learning.

Thus, this study has a similarity with the researcher’s study that is focused on cooperative projects and presentations. But, in Kagan book in chapter 13 Kagan explain how to apply cooperative projects and presentations

¹¹ https://www.researchgate.net/pos...een_theory_and_previous_studies/, accessed on 22 December 2021 0:30AM.

to students in class activity, while the researcher in this research want to know cooperative projects and presentations in movie.

And the researcher uses the thesis of Wahyu Rahmawati, a student of the State Islamic University of Yogyakarta, entitled “Peran Guru Dalam Film Laskar Pelangi dan Relevansinya dengan Pendidikan Agama Islam”. This research based on less understanding of teacher character toward his duty as an educator. Thus, this study has a little similarity with the researcher’s study in the researcher has same research about movie indeed the character of the movie and the subject of the study is different.

G. Review of Related Literature

1. Cooperative Projects and Presentations

a) Definition of Cooperative Projects

Cooperative projects are students cooperate to build their team projects; they build a deeper understanding of the content than they would through traditional transmission models of knowledge.¹² Cooperative projects are the epitome of constructivist education. Doing projects and receiving direct instruction is the difference between learning about something and really learning something.¹³ In the process of a cooperative project, students discover facts and concepts for themselves. Learning is lighting the fire for discovering truth and constructing meaning.

¹² Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), 13.34.

¹³ M. Solichin Muchlis, *Psikologi Belajar*, (Surabaya: Pena Salsabila, 2017), 55.

According to Kagan, cooperative projects are Perhaps the purest form of constructivist education. As students construct their projects, they are simultaneously constructing meaning and understanding.¹⁴

According to Hatta, it is necessary for our nation to have the capability of an organization that allows us to fight against the colonial rulers who have controlled the Indonesian nation. For that our nation must first have confidence in ourselves. Hatta recommends that dependence on others be thrown away. In the economic field, Hatta recommends that cooperatives unified strength are expected to grow the economic potential of their members and society in general. Also in this field of cooperatives, Hatta sees it as a double-edged educational tool: awareness of self-ability and awareness of the need for joint efforts as a reflection of what he calls *self-help*. (Delier Noer, 1990: 58-59).¹⁵ Therefore, cooperatives according to Hatta's thoughts are a spirit of work ethic that emphasizes that each individual has their own advantages and is able to build self-confidence so that with individuals like this they are expected to be able to unite to build the Indonesian nation so as not to depend on the colonial rulers at that time and Mohammad Hatta also linked this cooperative field as a means of education on the basis of self-awareness and awareness of the need for joint efforts to achieve one goal. This is also in line with project

¹⁴ Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), 13.1.

¹⁵ Tri Puji Rahayu, “*Relevansi Pemikiran Mohammad Hatta*”, 6.

cooperatives because project cooperatives also pressure each individual to work together, maximizing each member's role in achieving a common goal.

According to Von Glasersfeld as quoted by Paul Suparno,¹⁶ the notion of cognitive constructive emerged in the 20th century in the writings of Mark Baldwin which was widely deepened and spread by Jean Piaget. However, when explored further, the main idea of constructivism was actually started by Giambattista Vico, an epistemologist from Italy. It was he who later became the forerunner of constructivism.

In about 1710, Vico in his work *De Antiquissima Italorum sapientia*, expressed philosophy by saying "God is the creator of the universe and man is the master of creation". He explained that knowing means knowing how to make something. This means that a person only knows something if he can explain what elements make up something. According to Vico, only God can understand this universe, because only he knows how to make it and from what he made it. Meanwhile people can only know what they have constructed. For Vico, knowledge always refers to the structure of the concept that is formed.

According to Vico, knowledge cannot be separated from people who know. Knowledge is the conceptual structure of the

¹⁶ Paul Suparno, *Filsafat Konstruktivisme dalam Pendidikan*, (Yogyakarta: Kanisius, 1997), p. 24.

applicable observer. Then Rorty further assessed constructivism as a form of pragmatism. Especially in the matter of knowledge and truth, because it only emphasizes that a concept is valid or can be used. Constructivists now see Vico's fit with scientific models used to analyze and understand new experiences or phenomena.

For a long time, Vico's ideas were unknown and seemed to be suppressed. Piaget Wrote constructivism in his theory of cognitive development and also in his genetic epistemology Piaget expressed his theory of cognitive adaptation, namely that our knowledge is obtained from the adaptation of our cognitive structures to their environment, just as an organism must adapt in its environment to be able to continue life. Piaget's ideas spread faster than Vico's.¹⁷

Constructivism is based on the idea that people actively construct or make their own knowledge, and that reality is determined by learner experiences. Teaching is also involved transfer of knowledge and educated that transfer of values.¹⁸ Values have a major influence on a person's behavior and attitude and serve as broad guidelines in all situations. In other words, values shape the way people live their lives, how they interact with others, and how they feel about themselves. Values are learned, usually passed down from generation to generation.¹⁹ Learning is devoted to acquiring

¹⁷ Paul Suparno, *Filsafat Konstruktivisme dalam...*, P. 24-25.

¹⁸ Sadirman A.M, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: Rajawali Pers, 2012), 56.

¹⁹ Zeena Trinita Cornelio, "International Research Journal of Management Sociology & Humanity" Shri Param Hans Education & Research Foundation Trust, 10 (2010), 119.

knowledge, planting concepts and skills, and shaping attitudes. The idea of fun learning brought by Piaget and Vygotsky emphasizes a form of learning that is oriented towards a social constructivist approach which generally emphasizes the social context of learning and that knowledge is constructed and deconstructed together or mutually (Bearison and Dorval, 2002 in Santrock, 2008: 390).²⁰

In the real world, people work on real projects, and people frequently work in teams. There is an important place in education for the transmission of content knowledge. But there is also a place for students to be creative, solve real problems, and construct their own understanding of the world.

b) Project Principles

As students work on projects, they may need a block of time with no teacher intervention. The extent to which this time is productive depends in part on the amount and kind of structuring put in place before the students go to work.

Structuring facilitates the construction of knowledge for all students. Unstructured group work usually leads to unequal participation, time of task, power conflict, and poor learning. Students without good teamwork skills need a step by step teacher led project to be successful. As they become more skilled, less direction and structuring from the teacher is required.

²⁰ Amir Hamzah, *Etos Kerja Guru*, (Malang: Literasi Nusantara, 2019), 99.

As students acquire teamwork skills, we begin to de-structure our projects, but starting without structure before students possess the requisite skills of effective teamwork can be a recipe for disaster. In the Qur'an there are many verses related to learning and learning methods. Although the Qur'an does not directly define cooperative learning, it is clear that the principles and elements of projects principles are indicated in the Qur'an. With the PIES principles applied to projects, students can create conditions to promote active engagement and inclusion for all students in all aspects of cooperative projects.²¹ The principles as they apply to creating successful cooperative projects:

1. Positive interdependence. Structuring positive interdependence into cooperative projects is useful for a number of reasons. When students work together on a project and the success of one contributes to the success of all, a positive climate is created. Positive interdependence fosters helping, encouraging, and tutoring.

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ ۖ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ ۗ وَاتَّقُوا اللَّهَ ۖ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ

Help you one another in Al-Birr and At-Taqwa (virtue, righteousness and piety); but do not help one another in sin and

²¹ Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), 13.2.

transgression. And fear Allah. Verily, Allah is Severe in punishment. (Q.S. al-Maidah [5]:2)

When students work on project, students feel that they are working together to achieve one goal and are bound to one another. This is in accordance with the teachings of the Qur'an which instructs to help each other in goodness as described in the Qur'an Surah Al-Maidah verse 2.

2. Individual accountability. Making each student individually accountable for his/her contribution to the team project is another way to ensure all students participate. Students put more effort into a project if they know they are being held individually accountable for their contributions. Individual accountability increases individual participation, aids in equalizing participation, and eliminates the problems of the freeloader and the workhorse. Individual responsibility in team work on project can be a responsibility student responsibility in terms of helping students who need help and students cannot just piggyback on the work of a group of friends. Regarding this Allah says:

مَنْ أَهْتَدَىٰ فَإِنَّمَا يَهْتَدِي لِنَفْسِهِ ۗ وَمَنْ ضَلَّ فَإِنَّمَا يَضِلُّ عَلَيْهَا ۗ وَلَا تَزِرُ وَازِرَةٌ وِزْرَ

الْآخَرَىٰ ۗ

وَمَا كُنَّا مُعَذِّبِينَ حَتَّىٰ نَبْعَثَ

رَسُولًا

Whoever is guided is only guided for [the benefit of] his soul. And whoever errs only errs against it. And no bearer of burdens will bear the burden of another. And never would We punish until We sent a messenger. (Q.S. Al-Isra'[17]: 15)

In his commentary, Qurasih Shihab explains this verse that whoever follows the right path, then actually, the benefits will return for himself. And anyone deviate from the path of righteousness, then sin lost it back to him also. Sinful humans are not bear the sins of others. Not worthy We torture someone because of his bad deeds, even though We didn't send him a messenger We show to the truth and prevent falsehood.

3. Equal Participation. Students have different abilities and different talents, so not every student needs to do the exact same thing for the exact same amount of time. The point here is that slacking is not an option. There are some basic ways to ensure that students will participate about equally. Human dependence on with each other or interact apparently too be one of the guides in teaching Islam where is the real human created by Allah on this earth nothing else to get to know each other and mutual help. It fits with the word of Allah SWT as follows:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاهُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allāh is the most righteous of you. Indeed, Allāh is Knowing and Aware. (Q.S. al-Hujarat [49]: 13)

In terms cooperation, actually Islam also commands its followers to help each other and work together in goodness and benefit. Furthermore towards fellow Muslims. Even Islam equate brotherhood and affinity Muslims are like one building, whereas the structures and elements of the building need and complement each other so that it becomes a building that sturdy, strong and more useful.

4. Simultaneous interaction. Simultaneous interaction increases engagement and decreases off-task time during cooperative projects. For team projects, interaction is naturally simultaneous among teams.²² They will reach their destination well and make a good working relationship. Regarding this, the Qur'an explains:

إِنَّ اللَّهَ يُحِبُّ الَّذِينَ يُقَاتِلُونَ فِي سَبِيلِهِ صَفًّا كَانَهُمْ بُنْيَانٌ

مَرَصُوصٌ

²² Ibid, 13.3-13.4.

Indeed, Allah loves those who fight in His cause in a row as though they are a [single] structure joined firmly. (Q.S. As-Shaf [61]: 4)

In his interpretation of this verse is an encouragement from Allah Subhaanahu wa Ta'ala to the servants him to fight in His way and teach them how should they be do, and that they should line up neatly in jihad without any gap in the line, where is the line they are neat and orderly by which equality is achieved between the mujahid, help each other, make the enemy trembles and excites. Therefore, the Prophet sallallahu'alaihi wa sallam when fighting compile line up his friends and tidy up their positions so it doesn't happen some of them rely on others, even each one focus group in place and do their job, so that this way is perfect charity and achieve perfection. In the context of work together as team cooperation simultaneous interaction occurs if the members of team discuss compact how they will achieve aim well and make good cooperative relationship.

c) Team Project

The team project structure, developed by Laurie Kagan, is a high utility structure ideal for anytime a team works together to create a product.²³ The product can be a team book, team art project, team

²³ Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), 13.5.

science project, team experiment, team collage, even a team performance anything that can be created or performed by a team.

Team projects step:

1. The teacher announces the team project
2. The teacher assigns roles and resource access
3. Students work in teams to create the project

d) Sharing Project Plans

Here are three structures for teams to share their ideas before they launch into their projects:

1. Teams Post. Each team has a designated spot on the whiteboard to plan.
2. Team Whip. Teams prepare a short statement of project plans. One person from each team stands and shares the plans.
3. Team Stand-N-Share. Teams share one item at a time from their planning lists. Recorders from other teams can add the idea to their lists if it is new.²⁴

e) Sharing Project Process

Here are some strong structures for teams to share their works in progress:

1. One Stray. One person “Strays” to another team and view the project and reports back to own team

²⁴ Ibid, 13.8.

2. Three Stray. Three teammates group “stray” to another team. One person stays behind to answer questions about his or her team’s project.
3. Roam-the-Room. Everyone stops working and go from project to project together in teams.²⁵

f) Sharing Products and Presentations

Once teams have completed their projects, it’s time to share with other teams. There are a number of good structures for sharing team projects.²⁶

1. Number Group Presentation. Students number off in their team from 1 to 4. All student 1’s go to Team 1; all student 2’s go to Team 2, and so on. In each new group, there is one student whose team created the project and presents it to the group. Groups then rotate to the next project. When finished, students return to their original teams to discuss.
2. Roam-the-Room. Like touring an art gallery, students are free to browse other teams’ projects for a specified time period. Students may roam the room with teammates, a team partner, solo, or even with a student or students from another team. When they return to their teams, students discuss what they saw as they roamed the room using team interview.

²⁵ Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), 13.9.

²⁶ Ibid, 13.9.

g) Sharing Project and Presentations

Team presentation, each team makes a timed presentation.

An important component of a team presentation is that each teammate plays a role in the presentation, and that the roles students play are equal or equitable. Team presentations may be used on an occasional basis to allow students to practice presenting in front of a large audience.²⁷

2. Movie

a) Definition of Movie

Movie is a series of moving pictures, often telling a story, usually shown in a theater or on television. In other explanation, movie is the most famous entertainment media around the world. Movie has many interesting sides we can see. Start from the action, audio, visual, location, situation, technology, and many more. A motion picture is a combination of movement, words, music, and colors.²⁸

By watching movies, people can get inspiration, ideas, knowledge; learn some new from the movies. That will be interested when somebody seriously understanding the movies by watching the setting, plot, dialogue, and characters of the movie.

b) Relation between Movie and Cooperative Projects and Presentations

²⁷ Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), 13.9.

²⁸ Hamid Aoudah, *A study of Social Values In the Legend of Korra: A Film Directed By Michael Dante Dimartino And Bryan Konietzko*, in English Department Faculty of Teacher Training and Education Mataram University, 2016.

Technology is transformative. It changes as it is used and it changes those who use it. Ideals to improve technology arise from its use and new technology leads further, spiraling in speed and complexity. Changes occur in other areas of life with the advances in such as solar energy, radio, TV. Information technology is very important for the community in terms of socializing and interacting. Movie is not a language but is like language, and since language, some of the methods that use to study language might profitably be applied to a study of movie.

A movie is a powerful teaching tool because it connects ideas with emotions. Research shows that people learn and remember best when their feelings are activated. The visual images of the film are also a key element to their effectiveness as a learning tool.²⁹ The drama of movie storytelling is another important feature that makes it a useful learning tool.

Furthermore, movies as an object to study can be an effective to distinguish part of social realities. As a medium to extend knowledge that has not given been before and to introduce it.

From the explanation above, movies can be used as a medium of learning as an object to study cooperative projects and presentations.

3. Spare Parts (2015) Movie

²⁹ Nicole Markotic, *Punching Up The Story: Disability and film*, *Canadian Journal of Film Studies*, vol. 17, no. 1, 2008, p. 2.

a) Characterization

Characterization is a literary device that is used step by step in the literature to highlight and explain the details about a character in a story. It is in the initial stage in which the writer introduces the character with noticeable emergence.

According to Francis Bacon, characterization is a name for the methods a writer uses to reveal a character values, feelings, goals, etc. to readers. When revealing a character trait, a writer can do so using direct characterization or indirect characterization.³⁰

Characterization in literature is the process authors use to develop characters and create images of the characters for the audience. There are two different approaches to characterization, including direct characterization and indirect characterization. With the direct approach, the author tells us what he or she wants us to know about the character. With indirect characterization, the author shows us things about the character to help us have an understanding of the character's personality and effect on other characters.

There are five methods that can help to study of the characterization:

1. Physical description. The character's physical appearance is described.
2. Action/attitude/behavior. What the character does tell us a lot about him/her, as well as how the character behaves and his or her attitude.

³⁰ Francis Bacon, "*Literary Element Characterization*".

3. Inner thoughts. What the character thinks reveals things about the character. We discover things about their personalities and feelings, which sometimes helps us understand the character's actions.
4. Reaction. Effect on others or what the other characters say and feel about this character. We learn about the relationships among the characters.
5. Speech. What the character says provides a great deal of insight for the reader. The character might speak in a shy, quiet manner or in a nervous manner. The character might speak intelligently or in a rude manner.³¹

In here the researcher will explain several figures which according to the researcher can be analyzed about their cooperative projects and presentations, there are:

1. Oscar Vazquez

Oscar Vazquez in spare parts movie played by Carlos PenaVega. Oscar Vazquez is one of student at Carl Hayden school goes to an armed forces career center to enlist into the U.S. Army while he is on waiting list; he sees a video announcement and brochures about a marine underwater robotics competition, an event sponsored by NASA and the United States Army Forces. The researcher interest

³¹ <https://study.com/academy/lesson/methods-of-characterization-in-literature/>, accessed on 20 December 2021 0:30 AM.

about his character because he was one of the students that extend about the project which will work.

2. Cristian Acerga

Cristian Acerga in spare parts movie played by David del Rio. Cristian Acerga is one of the students at Carl Hayden High School he is smart but unfortunately he was bullied by his friends. The researcher interest about this character because he was recruit by join to work to project that in a team.

3. Lorenzo Santilan

Lorenzo Santilan in spare parts movie played by jose Julian. Lorenzo Santilan is students at Carl Hayden High School, he is the rebel one and reckless but his smart though even he has bad manners and he join the team because his ability in mechanical that's why the researcher interest about this character.

4. Luis Aranda

Luis Aranda in spare parts movie played by Oscar Gutierrez. Luis Aranda is students at Carl Hayden High School, he is quiet guy but in their friends perspective he is terrifying and on a stupid stamp by his family because he difficult to understanding the subject matter. The researcher interest about this character because he part of the team.

5. Fredi Cameron

Fredi Cameron in spare parts movie played by George Lopez, Fredi Cameron is a substitute teacher at Carl Hayden High School. He is hired in Carl Hayden High School because of his PhD and Engineer credentials. With no previous formal teaching experience and between jobs, Fredi Cameron interviews for a vacant substitute teacher.

b) Setting

According to the researcher, Gusti Agung Gede Sosiowati said Setting is an environment or surroundings in which an event or story takes place. Setting as place and time influences the theme, character, and action of a story. In this type, the setting controls the characters and by controlling the setting, writers could control their characters. If they confine a certain character to a particular setting, it will define the character.³²

So the researcher wants to explain the setting of time and setting of the place in Spare Parts movie.

1. Setting of time

This movie is set in 2004.

2. Setting of place

This movie is set in Carl Hayden Community High School in Phoenix, Arizona, where half the student population is undocumented. In the desert setting, four kids join forces on an

³² I Gusti Agung GedeSosiowati, Ni LuhNyoman Seri Malini, *English Prose Analysis From Theories to Practices 1*, (Denpasar, Bali: Cakra Press, January 2017), 180.

unlikely project, building an underwater robot with the guidance of a substitute teacher.

c) Author's biography

Author's biography is a brief passage, usually about a paragraph, that introduces an author and sums up their work and anything else their readers might need to know about them.³³ Spare parts 2015 movie directed by Sean Mcnamara, Sean Patrick Michael Mcnamara is an American film director, film producer, actor, and screenwriter. McNamara was born in Burbank, California. In 2016, McNamara was hired to direct the upcoming 2022 biopic of President Ronald Reagen. McNamara and David Brookwell are the founders of the Brookwell McNamara Entertainment production company.

³³ Wikipedia.